

Instructor's Resource Manual to Accompany

Behavioral Statistics in
Action

THIRD EDITION

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Preface

This *Instructor's Resource Manual* is designed to accompany the third edition of *Behavioral Statistics in Action* by Mark W. Vernoy and Diana J. Kyle. It is organized into the following three sections.

Section 1: Course Developmental Aids. This section provides information for course organization and development. A sample syllabus with a course assignment schedule, video resources, "ice-breaker" activities, and suggestions to reduce statistics anxiety are included. Additional resources, including a "Links Library" with learning and teaching styles inventories, statistics applets, data sets, journal references, and other online resources such as, the use and/or misuse of statistics and technology in teaching, are available in the *Instructor's Center* of the Online Learning Center ([http: www.mhhe.com/vernoy3](http://www.mhhe.com/vernoy3)) that accompanies the text.

An excellent supplemental teaching tool and resource for students are course websites. Consult with your McGraw-Hill representative about setting up a PageOut course website or using the WebCT version of the text materials for your online course. PageOut is a useful pedagogical tool to help instructors build supportive learning environments. I use PageOut both as a supplemental source of instruction for my regular classes and in combination with WebCT as a primary source of instruction for my online course. Each semester I receive very positive feedback from students on both. Please feel free to email me at dkyle@fullcoll.edu if you would like to copy my PageOut website.

Section 2: Teaching Aids. Each chapter includes learning objectives, a list of key terms and definitions, lecture and demonstration ideas, active learning assignments, and additional assignments. Lecture and demonstration ideas most often use actual data and/or summaries of studies in the literature. Where appropriate, references are provided for instructors who wish to expand beyond the material provided. Class demonstrations/activities, in most chapters, are

designed to connect and apply statistics to real-life examples. Accompanying these features are handouts and transparency masters.

As a faculty member, I understand the desire to update examples and incorporate new activities in classes. However, sometimes there seems little time to accomplish this after meeting the time demands of teaching, research, advising, department/committee meetings, and other schedules. I hope the material and suggestions provided in this manual will be useful and help save valuable time.

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